**The Open University – OpenLearn Create**

**Becoming a barrister collection**

**Planning an outreach session**

**Section 4 – Delivering your session**

**Suggestions for activities and games within an outreach session**

**‘Warm-up’ activities to start sessions**

1. Ask students to (verbally or in writing) give three words to describe a barrister/judge.
2. Ask students to give examples of news stories involving law in the past month.
3. Ask students to take one or two minutes in small groups to compete to write down as many words as they can that either:
4. List as many types of law as they can (e.g., criminal, family, employment);
5. Describe a barrister/judge; or
6. Explain the work of a barrister/judge.
7. Start a word association game with a term such as ‘law’, ‘barrister’ or ‘judge’ – students have to take it in turns to say a related word without pausing.

**Activities during sessions**

1. Questions to generate discussion

What does a barrister/judge do?

Why do we need barristers/judges?

What would happen if we did not have barristers/judges?

What characteristics do you think judges/barristers should have? Why?

What makes a good barrister/judge?

What makes a legal system fair?

What makes a legal system just?

[Time permitting, students could be asked to prepare posters on the above questions in small groups].

1. Questions to ask students to vote upon

To vote, students can be asked to raise hands or stand up/sit down or make other appropriate gestures, for example, touch nose or touch head to indicate their response).

* True or false? Judges always use gavels. [False – they are not used in England and Wales]
* True or false? All barristers wear wigs [False – it depends which courts they are appearing in]
* True or false? All barristers have a degree qualification [True – although they may not have a law degree]
* True or false? All judges are barristers [False – other legal professionals and legal academics can also become judges]
* True or false? Judges are told what to do by the government [False – due to judicial independence and the separation of powers]
1. Topics to debate

Students could be divided into two groups (‘for’ and ‘against’) and three groups (‘for’, ‘against’ and ‘judges’). They could be given 10/15 minutes to prepare their arguments then 5 minutes to make them. If using ‘judges’ they could ask questions and provide a summary at the end.

‘The legal profession should be abolished’.

‘Legal advice and representation should be offered free-of-charge to everyone in the country’.

‘Justice should be prioritised over fairness in the court system’.

‘The legal profession should be as diverse as possible to represent wider society’.

‘Unelected judges should not have the power to influence or change the law’.

1. Problem scenarios

[The idea with these scenarios is not to have detailed discussion of specific legal rules. Instead, the focus is on identifying who potentially has legal rights and obligations in different scenarios, where these stem from and what implications arise as a result.]

Raj has bought a mobile phone from his local shop. After eight weeks it fails to switch on.

Does Raj have any legal rights?

Jai wants a new mobile phone that has just been released, the Tech12. He persuades his mum to buy it from their local shop and agrees that he will repay her £10 per week. After two weeks the phone stops working.

Do Jai and his mum have any legal rights?

Alicia ordered a new mobile phone online from [www.phonezfrenzie!.com](http://www.phonezfrenzie!.com). When she receives it and opens the package the screen is broken.

Does Alicia have any legal rights?

Ding has bought a mobile phone from her friend, Ailsa. A few days later she changes her mind and asks for her money back but Ailsa refuses.

Does Ding have any legal rights?

Sophie is 12. She has an Instagram account which she uses regularly. One of her schoolmates is sending her abusive private messages.

Does Sophie have any legal rights?

Saul posts some pictures from his 16th birthday party on Facebook which show him drinking alcohol and making rude gestures. He has a part time job at a local café. When the café owner sees the pictures she tells Saul she is unhappy with him working for her.

Do Saul and the café owner have any legal rights?

Jo is ten and enjoys playing games online on his tablet. He has downloaded several games without realising he needs to pay for them.

What is the legal position?

Laila (aged fifteen) and her group of friends are in her local shopping centre. They are browsing in shops without buying anything. They are asked to leave the centre by a security guard who is worried they may cause trouble or interfere with other customers.

What is the legal position?

Steven is in a local shop looking for a birthday present for his father. He picks up a bottle of aftershave and takes it to show his mother in a different part of the shop. A security guard stops him thinking he is stealing the bottle.

Does Steven have any legal rights?

Hussain is found outside the shopping centre with an X-Box game in his bag. He has no receipt so the security guard insists he should return to the centre so the police can be called.

What is the legal position?

Several schoolchildren are concerned about the impact of global warming on the environment. They want to organise a march to raise awareness for the environment. Do they have the legal right to do so?

Workers in a factory are very concerned about working conditions, as several employees have been injured while working. They would like to organise a strike to force management to improve workplace safety. Do they have a legal right to do so?

Selma has just become Monarch of the newly created state of Justiana. The state contains around 500,000 people. What laws should Selma create? How can these be enforced? Who should make the laws?

1. Role plays
2. Using one of the problem scenarios above, you can allocate roles to different students, for example, Hussain, a security guard, a police officer. You could ask them to act out the scenario and ‘pause’ it at intervals to ask other students to raise legal points/questions.
3. Using one of the problem scenarios above, you could develop it into a court case, for example, Ding and Ailsa. You could allocate roles to different students including the parties, the judge, barristers and solicitors.
4. Quiz

[These questions should be adjusted depending on the content of your session and the age of the students]

* Name a legal issue currently in the news [Answer – this will depend on current issues at the time of the quiz. Could lead into a discussion of how the law impacts on a wide range of aspects of everyday life.]
* Name a famous barrister [Answer – there are a range of possible answers, but these could include Cherie Blair and Amal Clooney. Could lead into a discussion of equality and diversity at the Bar.]
* Are barristers most commonly employed or self-employed? [Answer – self-employed. Could lead into a discussion about different types of roles barristers can undertake.]
* What is the name for groups of barristers who work together in a set of offices? [Answer – Chambers. Could lead into a discussion about the role of clerks.]
* What qualifications do you need to become a barrister? [Answer – degree, GDL (if non-law degree), Bar Training Course. Could lead into a discussion about training.]
* Name three skills which are important for barristers to have. [Answer – there are a range of possible answers but these could include advocacy skills, communication, attention to detail and research. Could lead into a discussion about how to develop these skills.]

**‘Cool-down’ activities to end sessions**

1. ‘Just a minute’ – A student has to try and speak for one minute on the topic covered in the session. Other students can challenge on the grounds of hesitation, repetition (of any word) and deviation from the topic. If successful, the challenger then takes over for the remainder of the time (or until they are challenged).
2. ‘Think of a question’. Ask each student to think of a question based on the session to ask their neighbour to check their understanding.
3. ‘Takeaways’ – Ask students to provide their ‘takeaways’ from the session, i.e., one thing they learnt or found particularly interesting or one thing they are going to go away and do more research into. Time permitting, students could be given one or two minutes to discuss these with a neighbour or in small groups.